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ABSTRACT

This report examines the relationship between philanthropy and public schools in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas served by the Southwest Educational Development Laboratory (SEDL). While begun as a project to build understanding and to support institutional planning, this report speaks also to local school leaders, the philanthropy community, and educational policymakers. The report provides a stimulus for dialogue with each of these groups to help refine and clarify the insights gained, with the ultimate object of fostering shared understanding. The study sought to understand what kind of philanthropic support public schools are receiving and what they might expect from philanthropic sources. Two secondary purposes were to assess whether SEDL might play a useful role in assisting schools in the quest for philanthropic support and/or in providing research-based information to help donors in their decision-making about contributions to school reform. The following questions were asked in the report: (1) How much support from philanthropic sources goes to public schools in the region? (2) How is the giving distributed? (3) Which are the most active grant makers and what are their characteristics? and (4) Is there a role for SEDL in providing research-based information or other services for philanthropic organizations? Appendixes list gift revenues for top-receiving districts by state, and organizations making grants in the southwestern region. (DFR)

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Environmental Scanning Brief
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An assay of philanthropy's potential to impact comprehensive school reform in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

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Laurie Born
Dave Wilson

Environmental Scanning Brief 00-06
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Office of Institutional Development
Southwest Educational Development Laboratory
Austin, Texas

About Southwest Educational Development Laboratory

Southwest Educational Development Laboratory (SEDL) was established in 1966 as a private, nonprofit corporation dedicated to challenging, supporting, and enriching educational systems so that they may provide quality education for all learners. Since its founding, SEDL has been a contractor with the U.S. Government to operate a Regional Educational Laboratory that today serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. In addition, SEDL is supported by a variety of other public and private funding sources to conduct research and provide technical assistance in fields as far-ranging as applications of technology in education, improving mathematics and science teaching, enhanced services for educationally disadvantaged students, dissemination of results from research benefiting individuals with disabilities, support for states awarding comprehensive school reform grants, and professional development for teachers of languages other than English. With more than 100 staff members located at headquarters in Austin, Texas, and a field office in Metairie, Louisiana, SEDL's programs and services reach well beyond its core five-state region, including substantial services for state agencies and schools in Mississippi, Alabama, and Georgia. SEDL's overall program direction comes from a 20-member board of directors composed on educators and public-sector representatives from the core five states, including those states' chief state school officers.

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- **New Mexico Department of Education**: Brenda L. Suazo-Giles, Executive Budget Analyst Senior, School Finance Analysis & Capital Outlay Unit
- **Oklahoma State Department of Education**: Patti High, Information Services Director, and Lu Norman, Information Services
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- Susan Paddack, Director of Local Education Foundation Outreach, Oklahoma Foundation for Excellence
- Steven A. Lawrence, Director of Research, The Foundation Center
- Joe Nix, Manager, Grants, The Ross Foundation
- Susan Adair, Eanes ISD Education Foundation
- Dr. Sybl Hampton, President, the Winthrop Rockefeller Foundation
- Cookie Mays, Spring Branch ISD Education Foundation

Public school districts:

- Louisiana - Acadia Parish, Bossier Parish, Caddo Parish, Calcasieu Parish, E. Baton Rouge Parish, Jefferson Parish
- New Mexico - Alamagordo, Albuquerque, Bernallio, Cuba, Hobbs, Jemez Valley, Santa Fe
- Oklahoma - Anadarko, Bartlesville, Beaver, Collinsville, Dickson, Elk City, Lawton, Madill, Marietta, McAlester, Oklahoma City, Perry, Putnam, Tulsa, Yukon
- Texas - Aldine, Arlington, Austin, Birdville, Brownsville, Corpus Christi, Cypress-Fairbanks, Dallas, Eanes, El Paso, Fort Worth, Houston, Industrial, Laredo, Masonic Home, Plano, San Antonio, Spring Branch, Tyler, Waco,

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Introduction

This report examines the relationship between philanthropy and public schools in five states—Arkansas, Louisiana, New Mexico, Oklahoma, and Texas—that comprise the "Southwestern Region" served by Southwest Educational Development Laboratory (SEDL) under its federal contract as a Regional Educational Laboratory. While begun as a project to build our own understanding and to support institutional planning, this report speaks also to local school leaders, the philanthropy community, and education policy makers. We see a need for shared understanding among all of us if school reform is to realize anything like its full potential. We intend also that this report provide a stimulus for dialogue with each of these groups to help us refine and clarify the insights we have gained from data and anecdote, with the ultimate object of fostering shared understanding.

By "philanthropy" we mean gifts and grants provided by private foundations and business concerns. We are particularly interested in the potential role of philanthropy in comprehensive, or systemic, school reform. Historically, changes in public schools have focused on isolated areas of concern: to raise reading or math scores, for example. In this context, innovations may be developed or adopted by only a few teachers in a school or without regard for the larger picture of activities in the school, often creating crazy quilts of well-intentioned, ineffective experiments. Recent years have seen the evolution of an alternative approach now known as *comprehensive school reform*, which means taking an integrated or systemic view of schools and the processes in which they are engaged and bringing their elements into alignment with a central, guiding vision. Adapting the ideas of systems thinkers like Peter Senge (1990), the model has more and more come to incorporate the concept of the learning community—a shared quest among educators and students for continual learning and growth toward an ever-higher standard of performance.

SEDL helps school systems transform low-performing schools into high-performing learning communities. Low-performing schools can be recognized by the unsatisfactory academic performance of many or most of their students, by the fact that the system structures and decisionmaking are not focused on promoting student achievement, by their inadequate capacity for self-sustaining improvement, and by their lack of confidence in their own ability to change the status quo. High-performing learning communities, on the other hand, have:

- a shared vision of student success,
- a supportive organizational structure,
- challenging curriculum and engaged student learning,
- a culture of continuous inquiry and improvement,
- facilitative leadership, and
- a supportive relationship with the surrounding community.

Schools seeking to transform into high-performing learning communities through comprehensive reform strategies must build capacities for data-based decision making, for aligning all of the elements of the system into a coherent whole, for forging relationships that sustain and support the effort, and for promoting innovation and risk taking; and they must do these things at all levels of the system (classroom, school, district, state) and with regard to the myriad components of education, including standards, instruction, assessment, governance, professional development, resource building, and family and community relations. School systems face substantial challenges in securing the necessary financial support to begin and sustain such effort, with the Catch-22 that they need support to begin building the capacity they need to secure the support. Start-up costs loom as a particular problem. Unlike piecemeal improvements of the past, comprehensive reform approaches are more costly in the first year or so than normal school operating budgets can support alone.

The RAND organization has estimated that the first year of a comprehensive reform effort using one of the New American Schools models will typically cost somewhere in the neighborhood of $180,000 for a school of 740 students and 40 teachers (Keltner, 1998). Schools successful in securing $50,000 competitive grants from the federal government's Comprehensive School Reform Demonstration (CSRD) program have had a big leg up on meeting this challenge, with the balance accessible largely through the use of federal Title I funds

and reallocation of existing school and district budgets. Budget reallocation is easier said than done in the face of on-going commitments, however, and for those schools that missed the CSRD bus and/or do not have substantial Title I funding RAND highlights private sector grants as the next best chance. When CSRD funds are not available, RAND sees an average 7 percent (or $12,600 out of $180,000) of first-year comprehensive reform funds coming from private sector gifts or grants, even when the school has Title I funding and operating budgets are reallocated. RAND's data show most of outside grant support going to design services, materials, and staff-development conferences, which are vital first-year expenditures.

It is one thing to find and secure this necessary 7 percent when comprehensive reform is an experiment among the few, more innovative schools and districts. But as this approach picks up momentum there is reason to question whether sufficient philanthropy exists to support all the schools that seek such assistance, even if foundations and corporations didn't have diverse priorities, philosophies, and restrictions that naturally dilute the amount of funds that could be expected to flow to any single educational purpose.

This simple calculus of supply and demand provides the pivotal theme for what we have learned about philanthropic support of public school reform in the Southwestern Region. Another theme is that we cannot apply systemic solutions to systemic problems without systemic strategies, and that includes the strategy of philanthropic support.

The fact is, too many low-performing schools lack the funds and help they need to build the long-term capacity and infrastructure necessary to implement and sustain systemic reform.

The traditional approach of providing onetime support for an innovative idea–like a reading program–and then expecting government to provide long-term, multi-year funding to take the idea to scale and integrate it into school cultures is simply not enough. Paul Shoemaker, executive director of Social Venture Partners in Seattle, says that this situation is analogous to eBay securing financing only for its next few auctions, but not having access to the capital necessary to achieve its full potential.

During the past decade, staggering new wealth has been created in this nation–amounting to literally trillions of dollars. In addition, the inter-generational transfer of wealth that will take place over the next 50 years begins at $40 trillion and heads straight up from there. This presents a providential opportunity to leverage resources in support of systemic school reform and the creation of self-sustaining high-performing learning communities.

True, intractable problems in public education will not be resolved with simply more money. Technical as well as financial support are needed to help those responsible for leading school reform initiatives build the capacity to execute strategies for creating high-performing learning communities. While a gift of $1 million with strings would most likely be welcomed by any school or district, what is needed perhaps more is an infusion of principles and strategies for systemic reform. Partnerships–in every sense of the word–between schools and philanthropic institutions can make this happen.

In reality, philanthropic support for public schools of the type that has brought us to this point is not sufficient to enable schools to achieve the full potential of systemic reform. The emergence of a new generation of philanthropists with unprecedented wealth and ambition has prompted an older generation to revisit such fundamental questions as organizational development, strategy, accountability, and impact. Learning is taking place in both directions. School reform, like new business ventures and new philanthropy, can benefit as well from the entry of new wealth, new partners, and new perspectives.

The study

This study arose from a desire to better understand what kind of philanthropic support public schools are receiving and what they might expect from philanthropic sources, especially to support comprehensive reform approaches. Two secondary purposes were to assess whether SEDL might play a useful role (1) in assisting schools in the quest for philanthropic support and/or (2) in providing research-based information or other services to help donors in their decision making about contributions to school reform.

The following were our initial questions:

- How much support from philanthropic sources goes to public schools in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas?
- How is the giving distributed?
  - Who gets the money?
  - For what types of activities?
- Which are the most active grant makers and what are their characteristics?
- Is there a role for SEDL in providing research-based information or other services for philanthropic organizations?

We began by asking the state education agencies for data collected through various school finance reporting systems. This involved studying each state's reporting guidelines to learn what reporting codes are used for philanthropic revenues and then requesting the data for those codes. Each state has different codes and different definitions for the items reported under those codes (we eventually learned also that districts vary on how they interpret those definitions, and often err in their interpretations). The Arkansas Department of Education responded that the state has no reporting codes at all for philanthropic revenues.

To look at the philanthropic giving, we began with the kind of research one would do to locate a prospective funding source for a new project. Our primary sources were the Foundation Center's database, and the GuideStar database (Philanthropic Research, Inc.), supplemented with online searches of individual foundation and corporate Web sites. The Foundation Center's Web site also provided statistical data on philanthropy for the nation as a whole.

Finally, we talked with an informal sampling of state officials, local school staff, and philanthropy representatives to help clarify the data as we collected it. And clarification often resulted in more questions. For example, we noticed a huge amount of gift and grant revenue reported for a small Texas district where nothing like it had appeared before. When we called to ask what it represented we were told that it was actually part of an arrangement whereby a large corporation was recruited to the community with the incentive of a substantial property tax abatement (which withheld potential revenues from the district). In return, the corporation now makes a significant charitable contribution to the district each year. The donation, of course, is claimed as an income tax deduction. Texas Education Agency guidelines define gift and grant income as anything other than local tax and other local revenue, state funds, or federal entitlement funds, so this is reported the same as a foundation grant. Since the "gift" probably represents fewer dollars than would have been realized from tax revenues, one might question the actual value of such transactions, but we must wonder also how many "gifts" outside of normal philanthropy were in the numbers we didn't ask about and how much this compromises the picture we are trying to develop.

The Foundation Center provides consistent, but limited, data about philanthropic support for schools by massaging data gleaned from the giver's tax reports. The Foundation Center data, however, reflect a sample of grants, not an itemized account, as the law requires only minimal information. Further, the Foundation Center tracks the nation's largest 800 foundations, whereas we found that some of the most significant gifts to schools came from local foundations too small to make the Center's lists. And the Center's database does not distinguish between grants to private versus public schools, but we know from a visual scan that much foundation giving goes to private institutions. Obviously, a national database on wide-ranging philanthropic activity cannot accommodate the specific questions likely to be asked from every point of inquiry, so we cannot criticize; but we must acknowledge the difficulty of assembling a reliable, quantitative picture of philanthropy in support of education generally, much less public education or any level of detail beyond that.

The picture is further complicated by proliferation of local education foundations and other organizations that raise, manage, and distribute funds on behalf of schools and districts. Although revenue from gifts and grants is generally reported to the states in standard local school district financial reports, revenues from these indirect donor activities often are not. The apparent rise in the number of local education foundations and the dearth of information regarding revenue raised from these sources has been noted by the Governmental Accounting Standards Board (GASB, 1994), which has published a draft of a proposed statement requiring financial reporting by affiliated organizations.

One of the outcomes from this study, then, has been the discovery of how hard it is to capture a picture of our quarry. Simply put: the data are elusive, inconsistent, and ill-defined. Extant systems for capturing information in both the education and philanthropy sectors render imperfect data. Our clarification discussions with school and philanthropic officials have provided much useful anecdotal information, but much is still left to speculation. Perhaps we are pioneering a new area of inquiry, but in any case we are in a muddy field.

To move beyond this dilemma, we convened a review forum of representatives from private foundations, local education funds, school fund raisers, and philanthropy-focused associations. The group discussed a draft version of this report with the object of refining its observations and of expanding its utility, helping SEDL staff draft a set of suggestions for each of our target audiences.

What we have learned so far

We have learned that philanthropy for K-12 public education is growing, but also that the realities of grant makers' priorities, varying philosophies, and charter restrictions establish a context in which the distribution of funds is erratic, dollars don't necessarily flow to districts that have high concentrations of impoverished students with poor academic performance, and anomalies can have unintended consequences. Further, it appears that schools are most successful in gaining philanthropic support from local donors for coherent, strategic initiatives and/or when the schools have staff with assigned responsibility for fund-raising. The discussion that follows elaborates on these findings.

Philanthropy for K-12 public education is growing

SEDL estimates that philanthropic support for K-12 public schooling in the Southwestern Region grew by more than 30 percent between the 1997-98 and 1998-99 school years (Exhibit 1). And, as the total dollars have gone up, the number of school districts in the Southwestern Region receiving philanthropic funds grew by more than 16 percent over that two years (Exhibit 2). Nonetheless, an estimated 45 percent of the region's districts reported receiving no philanthropic funds at all in 1998-99.

Exhibit 1.
Philanthropic Support for Public Schools

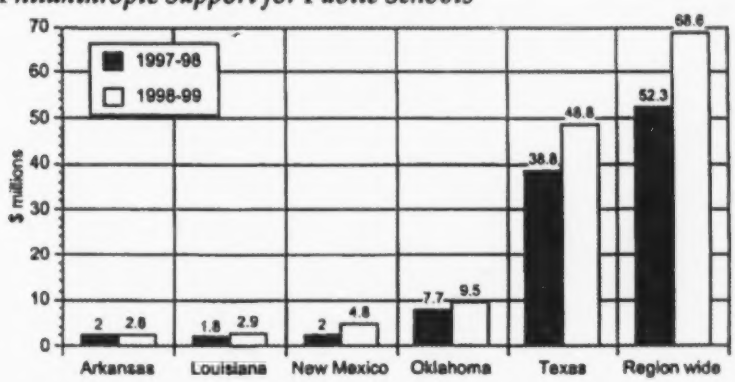

Exhibit 2
Local Education Agencies
Reporting Gifts and Grants

State	1997-98		1998-99	
	Number	Percent	Number	Percent
Louisiana	44	67%	43	67%
New Mexico	24	27%	43	48%
Oklahoma	266	48%	295	54%
Texas	522	49%	570	51%

Even for those districts receiving substantial philanthropic gifts, those contributions amount to a small fraction of their total budgets (Exhibit 3, next page). In 1998-99, the region's total philanthropic revenues amounted to only $11 per student, as compared to a regional average per-student expenditure for that same year of $5,328. As a specific example, a New Mexico district with 7400 students received a $2.4 million grant in 1998-99 for a two-year project. The grant, while substantial, amounted to only 2.5 percent of the district's budget for those same two years.

Business giving to education continues to rise nationally, outpacing foundations in 1999 (The Foundation Center). The majority of this goes to colleges and universities. Much of what comes to public schools is in the form of volunteered time and donated equipment. More and more often, however, corporations recognize the advantage of providing major support for professional development programs for teachers and administrators in communities where they have facilities and large numbers of employees. Over the last four years, for example, Intel has established technology training for 500 teachers in Sandoval County

Exhibit 3
Philanthropic Support for Public Schools by State, as a Percent of Total Revenue and in Dollars Per Student

State	Total Revenue ($B)		Gifts and Grants ($M)		Gifts and Grants as a % of Total Revenue		Gifts and Grants per Student (ADA)	
	FY98	FY99	FY98	FY99	FY98	FY99	FY98	FY99
Arkansas*	$2.1	$2.1	$2.0	$2.6	0.10%	0.12%	$4.97	$5.60
Louisiana	$4.4	$4.3	$1.8	$2.9	0.04%	0.07%	$2.36	$3.84
New Mexico	$2.1	$2.2	$1.9	$4.8	0.09%	0.22%	$6.84	$16.97
Oklahoma	$3.4	$3.6	$7.7	$9.5	0.23%	0.26%	$13.22	$16.20
Texas	$26.5	$28.5	$38.8	$48.8	0.15%	0.17%	$10.84	$12.37
TOTAL/ AVERAGE	**$38.5**	**$40.7**	**$52.2**	**$68.6**	**0.13%**	**0.17%**	**$7.65**	**$11.00**

Source: SEDL research and *Foundation Today Series*, The Foundation Center (as published in *The Chronicle of Philanthropy*, Aug. 2000)

(NM) and donated more than $1 million in equipment to Sandoval County schools. The Los Alamos Nuclear Laboratory Foundation, also in New Mexico, awarded approximately $3 million in Educational Enrichment grants to 14 northern New Mexico school districts and $2 million in competitive Educational and Community Outreach grants to other non-profits and Pueblo communities in 1999, more than doubling its 1998 contributions. As an aside, commercial advertising contracts between districts and vendors like soft-drink distributors, and deals where schools swap online advertising for computer equipment, also are providing some schools with significant revenues. (GAO, 2000) Although this revenue represents commercial ventures, it is most often reported as a "contribution." While these revenues are not the subject of this study, they do provide funding for comprehensive reform and other school needs.

Distribution of funds is erratic

Nationally, schools received an estimated $10.50 per student in philanthropic gifts and grants in 1997-98 (Exhibit 4); the Southwestern Region estimate is just slightly higher at $10.97 per student. However, that close-to-average performance regionally was composed of wide variances among the five states, New Mexico and Oklahoma each reported more than $16 per student, with Arkansas showing an estimate of only $5.60 and Louisiana reporting only $3.84 per student. Texas was closest to the national and regional averages at $12.37.

In absolute dollars, the region attracted some $68.6 million in philanthropic support in 1998-99, with 71 percent of that going to schools in Texas, outpacing Texas' 64 percent of the region's total student enrollment. On the other hand, Texas' share of the total dollars was remarkably close to its share of the region's districts ranked among the nation's 100 largest (14 out of 19 in the region, or 73 percent).

Recognizing that their states lag behind regional and national averages for philanthropic support of public

* Arkansas school districts do not report philanthropic grants to the state. Foundation Center data were used to estimate total gifts to K-12 schools in the region, and then the difference between the regional total and the total amount of gifts reported by schools in the other four states of the region was computed to provide a placeholder for Arkansas philanthropic revenues.

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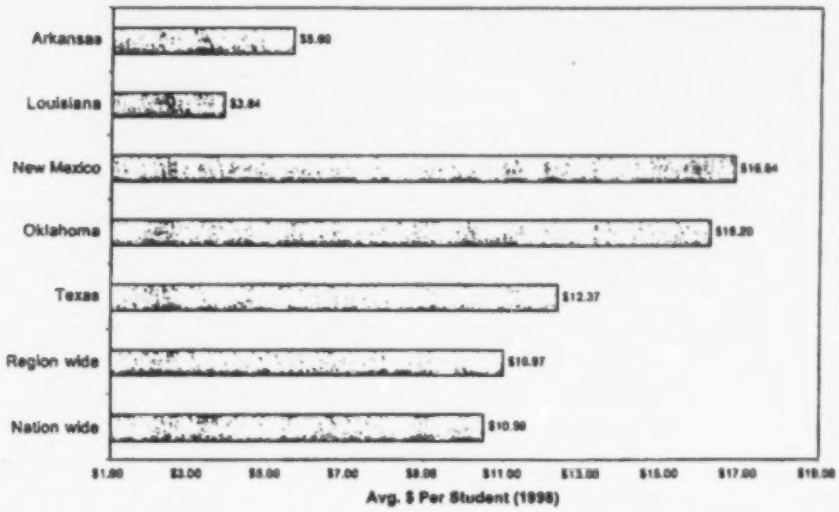
schools, the state school chiefs in Arkansas and Louisiana have joined a four-state coalition seeking more money for education from private and federal sources. (Galley, 2000). The unprecedented effort, which also includes state school leaders in Alabama and Mississippi, intends to focus on proposals to Congress, foundations, and private philanthropists early in 2001. Their hope is that a regional approach will give them an advantage with funding sources that favor programs that cross state boundaries.

Exhibit 4
Average Gifts and Grants Per Student (1998)



Within states, philanthropic support appears to gravitate toward the larger districts with the resources to hire grant writers, and/or districts located closer to the private foundations and corporations that make grants. Some of this may result from the visibility of close-to-home projects, but many donors also have charters that restrict their giving to certain geographic areas. Whatever the reason, concentration of gifts in large cities is the most obvious disparity in the distribution of philanthropic largess. In Louisiana, for example, 79 percent of the philanthropic support received by public schools in 1998-99 went to just six (9 percent) of the state's parishes, with East Baton Rouge dominating the field. In New Mexico, 90 percent went to nine districts (10 percent), Albuquerque and Santa Fe were among the largest beneficiaries. In Oklahoma it was 58 percent to 10 districts (2 percent), most of that going to districts in the Tulsa and greater Oklahoma City area. And in Texas it was 72 percent to 10 districts (or 0.1 percent), predominantly districts in the greater Houston area, Plano, Dallas and Fort Worth. (District-level data are not available for Arkansas.) Appendix A provides a listing of philanthropic revenues for the most successful districts in each state during 1998-99.

Dollars don't necessarily flow to the greatest need

In the Southwestern Region, schools and districts in remote areas and districts in some notable urban areas with the lowest student performance ratings are the least successful in securing philanthropic support. For instance, Orleans Parish in Louisiana has 103 schools that serve grades K-8. In the state's 1998-99 performance ratings of such schools, 50 of these (48.5%) were scored "Academically Unacceptable." Only six other schools in the entire state were rated at this level. In both fiscal years examined for this study, Orleans Parish reported "$0" in gifts and grants.*

And, a grant coordinator with a large district in New Mexico muses that, "So often the schools with the greatest need have the least capacity to apply for help through grants. Grants have become so competitive that the patchwork proposal that a poor or low-performing school might submit usually gets cut."

This is not to say that philanthropy necessarily should be equitable, however. We understand that philanthropy is a private enterprise that comes from many different value positions and operates under no obligation to be equitable at all. The point here is that just because a school or district has an overweening need (however defined), does not automatically entitle it to philanthropic support or even warrant special consideration

* New Orleans schools do receive philanthropic support. Several non-profit organizations have secured funds that benefit Orleans Parish schools. For example, Advocates for Science & Math Education received an American Honda Foundation grant of $50,000 for the New Orleans Center for Science and Math (a high-tech magnet school). And the group provides about one-third of the operating budget for New Orleans Center for Science & Math, in a unique public-private partnership with Orleans Parish Public Schools. Because the grant goes to the non-profit organization, it does not appear in standard state reports.

over other values and charter restrictions under which a foundation or corporation makes gift decisions. Schools seeking philanthropic funds must recognize this reality and approach potential donors with carefully considered strategies to accommodate it.

Even good ideas can have unintended consequences

As we reviewed the numbers from state-supplied school finance data, we would notice sudden "peaks" of exceptional success in securing funds, and these would become the subject of some of our telephone interviews. What we usually found was that a school or district had enjoyed a large infusion from an exceptional source—an anomaly in the usual patterns of giving and receiving. As often as not, these anomalies came with a larger story than just success in obtaining funds, and those stories revealed a pattern of unexamined, unintended consequences. For example, large infusions of funds from national foundations are relatively rare and can have disrupting effects on local giving. The Houston Annenberg Challenge, a $20 million grant to six school districts in the Houston area, came as a one-for-two match challenge, and efforts to secure the additional $40 million in the greater Houston area have reportedly drained the well for others seeking support for worthy projects in and outside education.

We also noticed a number of indications that charter schools have the potential to cause shifts in local philanthropic funding streams. This is most visible in Texas, where 86 charter schools filed reports with the state education agency in 1998-99 detailing receipt of about 4 percent of the state's total reported gifts and grants to K-12 public education (86 charter schools is only 1.2 percent of the state's 7,090 public schools). Six of those 86 Texas charter ***schools*** were among the top 100 entities in gift and grant receipts in the state in 1998-99 (the others were ***districts***). A conversation with the state education agency in Louisiana indicated that in East Baton Rouge, a charter school that received no donations in 1997-98, benefited from $270,100 in donations during the 1998-99 school year. Appropriately, such decisions come out of the philosophy of private donors, and it is obvious that some support charter schools as a way of putting competitive pressure on poor-performing traditional public schools. It is interesting to speculate, however, that traditional schools responding to this pressure could find themselves in a double bind of not being able to find the outside funding they need to initiate meaningful reforms.

The Oklahoma School of Science and Mathematics (OSSM) is another example. The two-year school, created through legislation in 1983, is a residential public high school for academically gifted students. OSSM has its own foundation that has been successful in securing funding from most of the major independent foundations in the Oklahoma City area, as well as major corporations. One of the largest private foundations in Oklahoma has committed $150,000 toward a teaching laboratory at OSSM, with funds to be matched dollar-for-dollar by the state. By contrast, the foundation contributed just $1,000 to a local Partners in Education Foundation to provide grants to teachers, and $17,500 to the another district's Educational Endowment fund towards the cost of computer software. Is it the relative talents of proposal writers, the philosophy of the foundation, or some other factor that results in such disparities; are there implications, and for whom?

Philanthropy starts at home

Despite occasional high-profile gifts with wide visibility, like the Annenberg Challenge in Houston, local independent foundations typically provide the most substantial gifts and grants, such as in Tyler, Texas, where a local independent foundation donated $2 million to renovate a school intended to become the district's magnet school for art; in Hobbs, New Mexico, where a $2.4 million donation from a local foundation sought to develop an Advanced Placement curriculum; or in Louisiana, where the Rapides Foundation is providing $25,000 annually to schools in 11 parishes to support systemic reform approaches.

Local education funds–or "foundations"–(LEFs) are an increasingly popular mechanism as well for local school improvement funding. These are community-based non-profits that–in their ideal form–work to improve outcomes for students in public schools. (A few organizations travelling under this name still concentrate on new band uniforms and astroturf for the stadium, but that is changing.) Although they take many forms and arise out of a variety of local circumstances, indications are that LEFs appear to enjoy the most success if they are independent of the school districts they serve, are organized with broad community roots, and are focused on improvements of the system as a whole but with special concern for the success of disadvantaged students. (Useem, 1999)

LEFs stand in the middle ground between private grant making organizations (foundations and corporate giv-

ing programs) and the fund-raising needs of the local education system. At their best, they convene a wide range of community perspectives and resources to help develop, fund, and implement school improvement strategies appropriate to local needs.

Because of their structure and position outside the system, LEFs can secure donations of services or funds, plan programs, pay vendors and participants, adjust readily to necessary staffing variations, and produce evaluations of program impact faster and more efficiently than public school bureaucracies. Further, when their work is supported by multi-year financing, LEFs are able to provide consistency of focus for school reform initiatives even as school and district leadership changes. Because LEFs are able to take risks, provide leadership, take an impartial view of weaknesses and needs, develop important relationships with grant makers, and evaluate results without the pressures of vested interest, they have a great deal of potential to bring philanthropy and school administrations together in reform agendas. (Useem, 1999) In El Dorado, Arkansas, for example, the LEF was helped by local business leaders to secure corporate funding to create endowed "chairs" for mathematics and science leadership for the district.

In the Southwestern Region LEFs are growing most rapidly in Oklahoma, where they are supported and encouraged by the Oklahoma Foundation for Excellence, and they are gaining popularity and some notable successes in Arkansas. In Texas, LEFs appear to have taken initial root in districts where they provide a strategy for circumventing state school funding equalization processes, which places them largely among the more affluent communities and in contact with fewer disadvantaged students. In Louisiana, LEFs are beginning to emerge as a mechanism that allows school improvement initiatives to operate somewhat apart from the hazards of state and local politics.

In general, LEFs in the region have demonstrated only modest and widely variable success in fund-raising–generally in the most wealthy communities and among those with full-time staff–yet they show potential beyond a marginal fund-raising emphasis in their ability to help schools assess their needs and consider solutions outside the box of self-interest that can constrain school and district bureaucracies.

Coherent, strategic initiatives attract support

Districts that year after year receive the most significant philanthropic support appear to be those that use the funding in systematic, coherent ways. Often, however, the initiative for such approaches appears to come from the donors rather than the districts or schools themselves. For example, the Rapides Foundation, in central Louisiana, is supporting 44 schools in an 11-parish area through an "Education Initiative." Schools applying for the Education Initiative Grant Program must describe their overall improvement plan; identify and measure desired project outcomes including milestones which indicate progress in resolving the indicated problem or need; describe collaboration among schools for the improvement of teaching and learning; and develop projects broad or extensive enough to require a four or five year period for full implementation. The program aims at providing teachers and principals with the resources needed to upgrade the skills of the teaching corps and to improve the environment for teaching and learning. Schools receive up to $25,000 each year for five years to sustain, deepen and extend their efforts.

The Houston Annenberg Challenge (HAC), mentioned previously, is a systemic reform effort that has resulted in a reallocation of school district resources in support of the investment made by the grantor. It grew out of a response to an Annenberg request for proposals. In many instances the six participating districts already have evidence of improved student outcomes, which enhances the HAC's competitiveness for other grants. Project GRAD, a part of the HAC, has received $2,025,000 from the Ford Foundation. Recently the HAC was part of a consortium awarded a 5-year, $3.9 million Teacher Quality Enhancement Program grant by the U.S. Department of Education. Partnerships must match federal funds with cash or in-kind support. Most of the major independent foundations in the Houston area are supporting the HAC, as are several major corporations headquartered in Houston.

A conversation with a program officer for an independent foundation in rural Arkansas suggests that districts that commit to a systemic approach to education reform are more likely to find external grant funds. The foundation had previously supported local school districts with capital improvement funds and grants for technical equipment. Dissatisfied with this kind of piecemeal reform, the foundation sought assistance from SEDL in rethinking the way its resources are al-

located to area school districts. Like the Rapides Foundation and the HAC, the foundation intends to be very proactive in its development of a project.

Staff with funding-raising responsibility make a difference

Although approaches to securing philanthropic support vary, most districts are writing proposals "on-the-fly," prevailing on teachers and administrators to work during planning periods and after hours, writing proposals as opportunities arise. These activities tend to be self-limiting in that only the most convenient, highest-yielding, requests for proposals are deemed worth the time and effort to prepare. For instance, the Elk City, Oklahoma school district (2,300 students) wrote a onetime proposal to complete construction of a new high school and submitted the request to a new industry locating in town. The district received the $1 million grant in 1998. The next school year the district reported no gift income or grant activity. In another instance, a school librarian in Arkansas writes that, having written three successful grants for her school, she has "...almost no time for library work."

Districts that take a more systematic approach to proposal writing usually designate a teacher or administrator (lately it seems to be the technology coordinator) as a part-time grant writer. The best of these part-time grant writers devise standard "boiler plate" formats that can be inserted into proposal narratives and keep updated files on district demographics and strategic plans. They attend site-based management team meetings where resource needs are prioritized and prospects for securing external support are discussed. In the Hamilton ISD (Texas), a district with fewer than 1,000 students, the district's technology specialist was asked to spend a portion of his time pursuing technology grants. In one year, the technology specialist was able to secure about $500,000 in additional grant funds (including state and federal grants).

Districts with more discretionary money are hiring full-time grant coordinators to aggressively pursue private sector support. These professionals, with years of experience in proposal writing and strong management and communication skills, usually bring in several times their salary in grants each year. In Texas, the Houston Independent School District and neighboring Aldine Independent School District both employ full-time grant coordinators. Houston ISD, the seventh largest school district in the country, has a seasoned grants coordinator working with a team of grant writers. Aldine, which is one-fourth the size of Houston ISD, has one grant writer on the payroll. Both districts bring in anywhere from $2.6 to $4.5 million per year (excluding state and federal grants).

Conclusions

The picture we have assembled above is only a rough sketch, and we cannot claim it is sufficient to answer our beginning questions, but it has given us a basis for dialogue and consideration of some suggestions for our audiences.

Philanthropy is increasingly available to public schools, but it is not clear how much is available to support comprehensive reform approaches. It is clear that schools with a coherent vision can secure philanthropic gifts to support reform efforts, especially if they invest in staff resources to pursue such gifts in systematic, professional ways and if they are located proximate to foundations or corporations actively seeking to support reform programs. When both the schools and the grant makers have a clear vision of their goals and a carefully considered strategy for reaching them, and when those visions and strategies from both sides can be melded in local initiatives, then success seems much more likely.

It is less clear whether schools with strong visions but lacking fund-raising capabilities and proximity can reasonably hope to fund their ambitions through philanthropy. We sense, however, that many—perhaps most—cannot within the present circumstances. If they cannot, there are serious policy implications for states and districts that pressure schools to embark on comprehensive school reforms. Comprehensive reforms will cost money that must be gained, if not with supplements from philanthropy, either through increased flexibility for the use of existing funds or through increases in the public funding of schools. Policy that merely hopes philanthropy will make up important differences without basing that hope on an understanding of the capacity or inclinations of givers is an invitation to failure. It may also be that policies that encourage competition from an expanded circle of education providers, be they charter or private schools, can have unintended effects of diluting philanthropic resources, with the result that even more schools wishing to adopt systemic changes will not be able to find start-up funding.

While philanthropy may not provide the magic elixir

that many schools seek, our study does encourage us to believe that philanthropy has an important role to play in public school reform. We are particularly encouraged by the sense of community in several efforts, where local philanthropies have chosen to invest heavily in local schools that commit to well-planned approaches that meet specific criteria consistent with research and informed thinking about comprehensive reform. Unfortunately there are only a few such examples. We are particularly concerned that there are communities with limited tax bases and schools with high poverty indicators and poor academic performance that, for whatever reason, lack the capacity to attract philanthropic support for critical reform initiatives. We believe that SEDL should help schools build "friend-raising" and fund-raising capabilities and we would like to offer help as well to grant makers to enable them to better promote and support research-based strategies for reform.

In discussing our findings and our concerns with a panel of foundation and school representatives, we assembled a list of "suggestions" for our three audiences to consider as steps toward a more productive partnership of public schools and private philanthropy.

- Both educators and grant makers should focus on larger, systemic school reform rather than marginal strategies. Smaller, local grant makers should find ways to complement systemic, comprehensive reform approaches, even if they are not able to provide funds at a level sufficient to underwrite whole initiatives.

- Successful school improvement programs come out of a clear vision based on commonly held knowledge and beliefs and requires leadership that instills confidence in the ability to succeed, inspires courage to take chances, and has endurance to go the distance. Grant making in support of comprehensive school reform is not about money per se. It is about the executing a strategy to achieve a vision—a strategy and vision for the school and for the grant maker. Everything that is done by either side should be congruent with and should advance their strategy and vision.

- Either grant makers or the schools can take the initiative in a local comprehensive reform effort, but decisions for action should be based on a clear understanding and agreement between the two about what the schools need to accomplish and what the strategy is for getting there. Grant makers may need initially to support data-based studies and planning with the schools before moving to strategic decisions.

- Often schools with the greatest need for philanthropic assistance have the least capacity to seek and secure it. Grant makers seeking to have substantial impact on some of the most intractable problems in public education should consider taking the initiative to help such schools and districts define their needs and build a capacity to secure and effectively use financial gifts.

- Grant makers' governing boards should examine the possibilities of unintended consequences when making grant decisions for public education. For example, foundations should be cautious about doing the work of schools and school leaders. They should not put themselves in the position to taking responsibility away from the community and from school officials as it is very hard to transfer such responsibility back once taken away.

- Philanthropic resources invested in efforts that change policy and budget priorities for schools and districts are the most substantial and stand the best chance of promoting lasting effects.

- Smaller grant-making organizations seeking to make a substantive contribution to public education should seek out and take advantage of networking opportunities among other grant makers in order to expand their knowledge base, benefit from the experiences of others, explore collaborations, and avoid strategies known to be ineffective.

- Districts should report annually to the public on gifts received, for what purposes, and what has been accomplished. The seeds of philanthropy for schools will grow best in the light of public examination.

- A fully realized systemic reform initiative should have one or more full-time, salaried professionals to develop relationships with grant makers and write proposals for funding strategic elements of the effort. In smaller communities this may be a position shared in a collaborative arrangement with other schools or districts. Local school leaders

should consider encouraging the development of local education funds in accordance with the principles described in this report.

- Grant makers, grant seekers, and policy makers all need better information about what philanthropy is going into public education, who is receiving it, for what purposes, and with what results. State-level policies and reporting procedures should be studied and revised to ensure that philanthropic funds received by or benefiting schools are reported in consistent ways and at a useful level of detail.

- It is important for policy makers to understand that reliance on philanthropic dollars to fund critical reform initiatives is a "challenging" public policy stance. Such reliance should be a considered strategy, made on the basis of a complete examination of its practicalities and consequences. Philanthropy should not be counted on for school funding as an unexamined assumption.

- If schools are to depend on relationships with philanthropic organizations in order to accomplish innovations and reform, they must be able to invest in a capacity for that kind of work. State and local policies must encourage and support such investments.

The Panel

On December 6, 2000, SEDL convened the following panel to critique and expand on the data and observations in a draft of this report. We wish to thank these participants for their time and thoughtful contributions.

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Appendix A

1998-99 Gift Revenues for Top Receiving Districts, by State, in Absolute Dollars and per Average Daily Attendance

TOP 10 LOUISIANA DISTRICTS BY GIFTS & BEQUESTS
1998-99

Rank	District Name	Gifts and Bequests	Total Expenditures	Average Daily Attendance
1	E. Baton Rouge Parish	834,892	347,264,865	52,563
2	Jefferson Parish	478,569	355,862,821	48,429
3	Acadia Parish	464,627	61,254,337	9,602
4	Calcasieu Parish	306,708	194,475,960	30,802
5	Bossier Parish	150,600	103,737,268	17,370
6	Caddo Parish	99,155	298,884,095	43,648
7	Cameron Parish	93,589	14,257,969	1,917
8	City of Monroe	68,206	59,959,342	9,858
9	LaSalle Parish	52,076	16,707,349	2,791
10	St. Bernard Parish	44,876	53,935,976	8,117

TOP 10 LOUISIANA DISTRICTS BY GIFTS & BEQUESTS PER ADA
1998-99

Rank	District Name	Gifts & Bequests per ADA	Average Daily Attendance	Total Gift Revenue
1	Cameron Parish	48.80	1,917.80	93,589
2	Acadia Parish	48.39	9,602.30	464,627
3	LaSalle Parish	18.65	2,791.70	52,076
4	E. Baton Rouge Parish	15.88	52,563.00	834,892
5	Calcasieu Parish	9.96	30,802.90	306,708
6	Jefferson Parish	9.88	48,429.70	478,569
7	Bossier Parish	8.67	17,370.80	150,600
8	City of Monroe	6.92	9,858.80	68,206
9	St. Bernard Parish	5.53	8,117.60	44,876
10	Caldwell Parish	4.76	2,101.00	10,000
	Median $/ADA	**$9.96**		
	Mean $/ADA	**$17.74**		

TOP 10 NEW MEXICO DISTRICTS BY GIFTS & BEQUESTS
1998-99

Rank	District Name	Gifts & Bequests	Total Expenditures	Average Daily Attendance
1	Hobbs	2,441,173	47,519,843	7,105
2	Albuquerque	729,815	652,447,657	74,300
3	Espanola	504,022	39,756,562	4,474
4	Santa Fe	278,564	85,692,499	11,848
5	Bernalillo	220,169	30,938,702	3,164
6	Jemez Valley	100,983	5,390,221	468
7	Rio Rancho	96,000	64,235,074	8,437
8	Las Vegas City	43,059	18,650,344	2,291
9	Gadsden	42,864	75,561,193	12,593
10	Melrose	39,400	3,004,143	291

TOP 10 NEW MEXICO DISTRICTS BY GIFTS & BEQUESTS PER ADA
1998-99

Rank	District Name	Gifts & Bequests per ADA	Average Daily Attendance	Gift Revenue
1	Hobbs	343.59	7,105	2,441,173
2	Jemez Valley	215.78	468	100,983
3	Melrose	135.40	291	39,400
4	Espanola	112.66	4,474	504,022
5	Bernalillo	69.59	3,164	220,169
6	Santa Fe	23.51	11,848	278,564
7	Las Vegas City	18.79	2,291	43,059
8	Rio Rancho	11.38	8,437	96,000
9	Albuquerque	9.82	74,300	695,113
10	Jal	7.01	499	3,500
	Median $/ADA	**$69.69**		
	Mean $/ADA	**$94.75**		

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TOP 50 OKLAHOMA DISTRICTS BY GIFTS & BEQUESTS
1998-99

Rank	District Name	Gifts & Bequests	Total Expenditures	Average Daily Attendance
1	LAWTON	2,449,313	93,911,578	16,950
2	TULSA	655,704	271,585,967	38,996
3	OKLA CITY	559,369	249,263,373	35,137
4	DICKSON	488,295	7,423,573	1,101
5	MARIETTA	397,605	4,165,896	842
6	BARTLESVILLE	290,008	37,227,285	6,257
7	ARDMORE	203,367	19,868,905	3,122
8	BROKEN ARROW	192,084	87,601,664	13,917
9	PERRY	162,850	6,393,336	1,192
10	ENID	159,520	37,089,309	6,389
11	WESTERN HEIGHTS	150,391	20,699,067	2,920
12	PONCA CITY	142,600	30,667,047	5,278
13	MADILL	136,580	7,499,217	1,282
14	BLACKWELL	134,259	10,126,701	1,676
15	JENKS	107,721	68,579,961	8,813
16	MC ALESTER	105,380	16,156,410	2,740
17	KIEFER	100,000	2,266,419	435
18	COLLINSVILLE	85,548	9,639,532	1,612
19	CLAREMORE	76,645	22,892,957	3,582
20	NOWATA	75,657	5,257,978	990
21	TAHLEQUAH	72,128	20,486,899	3,283
22	BIXBY	70,422	18,706,519	3,195
23	HEALDTON	70,211	3,158,798	608
24	GROVE	65,355	11,253,745	2,089
25	DRUMRIGHT	65,327	3,916,551	680
26	WILSON	65,000	3,093,033	465
27	CHICKASHA	59,304	16,863,210	2,687
28	BEAVER	56,723	2,525,515	398
29	BROKEN BOW	54,290	9,957,404	1,636
30	BRISTOW	51,594	8,278,859	1,544
31	PLAINVIEW	49,717	6,137,765	1,182
32	WAKITA	48,680	1,554,054	187
33	(ILC) TRI-COUNTY	46,263	823,487	NA
34	SPERRY	43,253	6,107,262	1,178
35	YUKON	42,676	28,885,324	5,591
36	PRYOR	39,800	12,442,621	2,290
37	ALLEN	39,726	2,662,597	407
38	EL RENO	39,080	13,501,014	2,465
39	WRIGHT CITY	38,358	2,591,204	448

40	ADA	38,244	14,241,552	2,576
41	SHAWNEE	38,054	21,147,146	3,499
42	STIGLER	37,224	6,409,218	1,220
43	KINGSTON	36,200	5,381,447	953
44	SAND SPRINGS	36,015	31,503,550	5,087
45	COLEMAN	35,200	1,233,234	193
46	ANADARKO	33,680	13,412,006	1,978
47	EDMOND	31,366	92,030,189	15,956
48	LITTLE AXE	30,763	6,579,391	1,232
49	GROVE	30,000	2,595,752	335
50	CANEY VALLEY	29,304	3,864,126	772

TOP 50 OKLAHOMA DISTRICTS BY GIFTS & BEQUESTS PER ADA
1998-99

Rank	District Name	Gifts & Bequests per ADA	Average Daily Attendance	Gift Revenue
1	MARIETTA	472	842	397,605
2	DICKSON	444	1,101	488,295
3	WAKITA	261	187	48,680
4	KEEFER	230	435	100,000
5	COLEMAN	182	193	35,200
6	LEONARD	168	66	11,148
7	BRAMAN	165	153	25,285
8	LAWTON	145	16,950	2,449,313
9	BEAVER	142	398	56,723
10	WILSON	140	465	65,000
11	PERRY	137	1,192	162,850
12	HEALDTON	115	608	70,211
13	MADILL	107	1,282	136,580
14	KAW CITY	106	49	5,205
15	ALLEN	98	407	39,726
16	DRUMRIGHT	96	680	65,327
17	OAKDALE	94	278	26,092
18	MULHALL-ORLANDO	90	227	20,438
19	GROVE	90	335	30,000
20	WRIGHT CITY	86	448	38,358
21	BLACKWELL	80	1,676	134,259
22	NOWATA	76	990	75,657
23	BILLINGS	69	178	12,342
24	NASHOBA	68	88	6,000
25	MEDFORD	68	323	21,863
26	ARDMORE	65	3,122	203,367
27	FREEDOM	63	111	7,046
28	TURKEY FORD	63	80	5,000
29	ALINE-CLEO	61	186	11,263
30	BLUEJACKET	56	235	13,121
31	TYRONE	56	214	11,911
32	S ROCK CREEK	55	340	18,538
33	RYAN	54	259	13,873
34	WETUMKA	53	443	23,575
35	COLLINSVILLE	53	1,612	85,548
36	WESTERN HEIGHTS	52	2,920	150,391
37	WICKLIFFE	49	176	8,663
38	OSAGE	48	195	9,350
39	BARTLESVILLE	46	6,257	290,008

40	FRIEND	46	174	8,000
41	HOOKER	43	525	22,633
42	PLAINVIEW	42	1,182	49,717
43	MAUD	42	350	14,548
44	MC ALESTER	38	2,740	105,380
45	KEYES	38	131	5,000
46	KINGSTON	38	953	36,200
47	CANEY VALLEY	38	772	29,304
48	SPERRY	37	1,178	43,253
49	HOLLY CREEK	34	234	8,000
50	MOORELAND	34	472	15,888
	Median $/ADA	**$68**		
	Mean $/ADA	**$98.66**		

TOP 100 TEXAS DISTRICTS BY GIFTS & BEQUESTS
1998-999

Rank	District Name	Gifts and Bequests	Total Expenditures	Average Daily Attendance
1	INDUSTRIAL ISD	6,047,956	10,418,878	931
2	HOUSTON ISD	4,500,000	1,343,436,831	190,537
3	TYLER ISD	3,429,169	104,759,242	15,405
4	ALDINE ISD	2,957,197	372,095,750	45,311
5	ARLINGTON ISD	1,564,416	336,738,945	50,061
5	PLANO ISD	1,466,362	418,012,084	40,919
6	DALLAS ISD	1,195,304	966,542,364	147,105
7	MASONIC HOME ISD	1,082,847	1,153,948	83
8	FORT WORTH ISD	961,660	489,390,803	70,818
9	LAREDO ISD	793,111	154,424,869	20,975
10	KIPP INC CHARTER	777,217	4,421,873	551
11	BIRDVILLE ISD	719,773	148,185,327	19,062
12	WACO ISD	672,407	104,830,585	14,099
13	CALHOUN CO ISD	584,956	46,280,578	4,015
14	ALAMO HEIGHTS ISD	584,217	46,584,265	4,171
15	COLUMBIA-BRAZORIA ISD	513,343	19,731,180	3,130
15	SPRING BRANCH ISD	500,000	215,975,980	28,625
16	BASTROP ISD	490,214	53,419,991	5,488
17	SAN ANTONIO ISD	431,261	473,244,816	53,819
18	CLEAR CREEK ISD	427,504	184,340,660	26,296
19	HUDSON ISD	383,705	13,919,474	2,089
20	GRAPEVINE-COLLEYVILLE ISD	381,895	112,023,449	12,762
21	NORTHWEST ISD	375,000	41,930,764	4,651
22	MAGNOLIA ISD	372,262	38,840,095	5,695
23	LUBBOCK ISD	360,430	188,440,082	27,446
24	ALIEF ISD	333,537	282,103,675	36,415
25	FORT BEND ISD	291,090	333,504,943	47,174
26	DUNCANVILLE ISD	282,849	69,566,530	9,714
27	SPRING ISD	276,234	168,744,704	20,470
28	IRVING ISD	268,615	222,885,228	25,319
29	WODEN ISD	259,516	5,992,716	784
30	SAN BENITO CONS ISD	255,505	66,908,897	7,908
31	CARROLL ISD	247,939	50,003,474	5,534
32	HARLINGEN CONS ISD	247,766	98,873,168	14,185
33	TROY ISD	234,485	7,741,635	1,160
34	RICHARDSON ISD	229,813	327,562,502	31,142
35	MCALLEN ISD	229,135	151,554,894	19,587
36	WIMBERLEY ISD	225,625	10,342,581	1,508
37	RAPOPORT CHARTER SCHOOL	215,675	260,831	20
38	WICHITA FALLS ISD	211,315	97,620,581	14,239
39	NORTH EAST ISD	201,326	348,246,002	44,544
40	EDCOUCH-ELSA ISD	199,125	39,429,407	4,399

Rank	District Name	Gifts and Bequests	Total Expenditures	Average Daily Attendance
41	MIDLAND ISD	197,236	142,296,371	20,957
42	COMAL ISD	191,682	72,624,941	9,653
43	AUSTIN ISD	183,428	675,059,164	69,794
44	ABILENE ISD	180,585	118,926,895	17,830
45	MESQUITE ISD	180,341	224,656,384	28,461
46	DEER PARK ISD	165,570	139,154,564	10,924
47	SCHOOL OF EXCELLENCE IN EDUCATION*	164,362	1,701,355	349
48	GARLAND ISD	164,034	289,566,954	43,815
49	AMARILLO ISD	159,516	189,144,451	25,880
50	LONGVIEW ISD	141,554	55,191,287	7,911
51	MIDWAY ISD	138,389	31,187,217	5,464
52	SOCORRO ISD	138,245	138,626,968	21,282
53	TEMPLE ISD	136,393	58,308,829	8,036
54	COLLEGE STATION ISD	134,205	64,490,748	6,766
55	NORTH LAMAR ISD	132,699	18,046,660	2,976
56	NORTH HILLS SCHOOL*	130,974	1,751,765	341
57	PFLUGERVILLE ISD	130,708	94,895,107	12,003
58	DENTON ISD	130,306	115,943,224	11,956
59	EDGEWOOD ISD	128,367	113,435,102	11,995
60	ANGLETON ISD	125,495	36,499,164	5,906
61	DAWSON ISD	122,806	3,832,195	485
62	SHERMAN ISD	122,612	41,677,771	5,689
63	MISSION CONS ISD	112,304	84,941,951	11,014
64	MOUNT PLEASANT ISD	112,243	29,613,347	4,086
65	HIGHLAND PARK ISD	110,958	68,681,968	5,417
66	WELLINGTON ISD	110,038	4,729,806	612
67	MINEOLA ISD	110,000	9,539,098	1,399
68	AUBREY ISD	105,000	9,197,280	883
69	COPPELL ISD	103,232	67,128,671	8,111
70	EVADALE ISD	100,000	11,076,098	427
71	SPRING CREEK ISD	100,000	732,623	94
72	DESOTO ISD	99,369	39,267,608	6,091
73	NYOS CHARTER SCHOOL*	95,215	748,444	115
74	BEEVILLE ISD	92,273	26,801,205	3,893
75	WACO CHARTER SCHOOL*	91,384	1,115,103	157
76	ROUND ROCK ISD	91,238	235,681,569	27,235
77	ATHENS ISD	87,597	20,481,289	3,236
78	KELLER ISD	87,000	106,692,162	13,545
79	LA VEGA ISD	86,925	17,165,711	2,284
80	STEPHENVILLE ISD	82,732	30,288,515	3,057
81	GRANBURY ISD	80,458	36,945,353	5,712
82	VICTORIA ISD	80,328	101,710,652	13,801
83	KATY ISD	78,875	222,426,340	28,100
84	LEANDER ISD	78,794	92,232,947	11,331

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Rank	District Name	Gifts and Bequests	Total Expenditures	Average Daily Attendance
85	KILLEEN ISD	78,750	202,360,955	26,397
86	LA MARQUE ISD	75,570	29,303,117	3,898
87	MAINLAND PREPARATORY ACADEMY*	75,197	1,325,538	163
88	SAN MARCOS CONS ISD	72,254	48,438,229	6,327
89	SAN ANGELO ISD	71,226	111,107,088	15,467
90	HEREFORD ISD	69,894	38,129,275	3,939
91	BONHAM ISD	69,000	14,562,607	1,913
92	DANBURY ISD	68,934	4,743,845	699
93	CROWLEY ISD	68,191	59,209,068	7,436
94	LEWISVILLE ISD	68,073	271,303,821	32,281
95	EAST CENTRAL ISD	66,599	44,040,820	6,860
96	LINDALE ISD	66,106	14,932,142	2,424
97	EDINBURG CISD	65,276	169,405,005	18,730
98	BORGER ISD	65,204	18,739,187	2,926
99	CUERO ISD	64,071	14,763,820	1,872
100	FORNEY ISD	62,017	16,262,940	2,283

* Charter schools

TOP 100 TEXAS DISTRICTS BY GIFTS & BEQUESTS PER ADA
1998-99

Rank	District Name	Gifts & Bequests per ADA	Average Daily Attendance	Gift Revenue
1	MASONIC HOME ISD	13,063	83	1,082,847
2	RAPOPORT CHARTER SCHOOL*	10,556	20	215,675
1	INDUSTRIAL ISD	6,493	931	6,047,956
2	KIPP INC CHARTER*	1,411	551	777,217
3	SPRING CREEK ISD	1,062	94	100,000
4	ACADEMY OF ACCELERATED LEARNING *	1,054	34	36,100
5	NYOS CHARTER SCHOOL*	831	115	95,215
6	ENCINO SCHOOL*	783	57	44,471
7	WACO CHARTER SCHOOL*	582	157	91,384
8	LA AMISTAD LOVE & LEARNING ACADEMY*	483	10	4,986
9	SCHOOL OF EXCELLENCE IN EDUCATION*	471	349	164,362
10	MAINLAND PREPARATORY ACADEMY*	463	163	75,197
11	NORTH HILLS SCHOOL*	384	341	130,974
14	WODEN ISD	331	784	259,516
15	TEXLINE ISD	324	157	51,000
16	LA ESCUELA DE LAS AMERICAS*	266	27	7,241
17	DAWSON ISD	253	485	122,806
18	ACADEMY OF SKILLS & KNOWLEDGE*	251	73	18,409
19	DIVIDE ISD	251	15	3,813
20	RANCH ACADEMY*	250	38	9,450
21	NAZARETH ISD	242	235	56,735
22	EVADALE ISD	234	427	100,000
23	TYLER ISD	223	15,405	3,429,169
24	HEIGHTS CHARTER SCHOOL*	210	44	9,204
25	TROY ISD	202	1,160	234,485
26	BUENA VISTA ISD	199	126	25,000
27	TEXAS EMPOWERMENT ACADEMY*	197	53	10,434
28	HUDSON ISD	184	2,089	383,705
29	DOSS CONS CSD	183	22	4,040
30	WELLINGTON ISD	180	612	110,038
31	EAGLE ADVANTAGE SCHOOL*	164	71	11,656
32	COLUMBIA-BRAZORIA ISD	164	3,130	513,343
33	WIMBERLEY ISD	150	1,508	225,625
34	GHOLSON ISD	150	140	21,000

35	KENDLETON ISD	148	85	12,500
36	CALHOUN CO ISD	146	4,015	584,956
37	ALAMO HEIGHTS ISD	140	4,171	584,217
38	CEDAR RIDGE CHARTER SCHOOL*	134	26	3,417
39	NEW FRONTIERS CHARTER SCHOOL*	128	468	60,011
40	UNION HILL ISD	123	275	33,797
41	BLESSED SACRAMENT ACAD CHARTER H S	122	120	14,640
42	AUBREY ISD	119	883	105,000
43	DANBURY ISD	99	699	68,934
44	BASTROP ISD	89	5,488	490,214
45	HARLETON ISD	88	552	48,755
46	NORTHWEST ISD	81	4,651	375,000
47	MINEOLA ISD	79	1,399	110,000
48	ROPES ISD	76	364	27,750
49	WINDTHORST ISD	75	361	27,149
50	RAUL YZAGUIRRE SCHOOL FOR SUCCESS*	68	376	25,540
51	MAGNOLIA ISD	65	5,695	372,262
52	ALDINE ISD	65	45,311	2,957,197
53	CELINA ISD	65	956	61,890
54	ROCKSPRINGS ISD	65	421	27,176
55	SOUTHLAND ISD	58	177	10,219
56	ARGYLE ISD	54	664	35,755
57	WEST HOUSTON CHARTER SCHOOL*	53	148	7,825
58	CENTER POINT ISD	50	573	28,878
59	MIRANDO CITY ISD	50	56	2,815
60	WACO ISD	48	14,099	672,407
61	SAN AUGUSTINE ISD	47	987	46,425
62	SAN VICENTE ISD	46	21	980
63	FT DAVIS ISD	46	350	15,959
64	EDCOUCH-ELSA ISD	45	4,399	199,125
65	BOSQUEVILLE ISD	45	443	20,000
66	KNOX CITY-O'BRIEN ISD	45	344	15,424
67	CARROLL ISD	45	5,534	247,939
68	NORTH LAMAR ISD	45	2,976	132,699
69	COOPER ISD	44	893	39,340
70	OVERTON ISD	43	437	19,000
71	LONDON ISD	42	163	6,813
72	ALIEF MONTESSORI COMMUNITY SCHOOL*	41	73	3,012
73	HOWE ISD	40	893	36,000
74	EDEN PARK ACADEMY*	39	155	6,069

75	WINNSBORO ISD	39	1,354	52,216
76	LA VEGA ISD	38	2,284	86,925
77	ROXTON ISD	38	261	9,867
78	LAREDO ISD	38	20,975	793,111
79	BIRDVILLE ISD	38	19,062	719,773
80	CAMERON ISD	36	1,611	58,490
81	WILDORADO ISD	36	75	2,731
82	BONHAM ISD	36	1,913	69,000
83	FALLS CITY ISD	36	330	11,867
83	PLANO ISD	36	40,919	1,466,362
84	COMSTOCK ISD	36	134	4,774
85	GRANDVIEW ISD	35	970	34,305
86	CUERO ISD	34	1,872	64,071
87	CHICO ISD	33	609	20,000
88	SIERRA BLANCA ISD	33	123	4,000
89	ELKHART ISD	32	1,030	33,300
90	SAN BENITO CONS ISD	32	7,908	255,505
91	SANDS ISD	32	220	7,041
92	ARLINGTON ISD	31	50,061	1,564,416
93	PROSPER ISD	30	862	25,960
94	GRAPEVINE-COLLEYVILLE ISD	30	12,762	381,895
95	DUNCANVILLE ISD	29	9,714	282,849
96	GIRLS & BOYS PREP ACADEMY*	29	430	12,450
97	EZZELL ISD	29	82	2,345
98	BOOKER ISD	28	388	10,860
99	SANTA ANNA ISD	28	282	7,846
100	MOUNT PLEASANT ISD	27	4,086	112,243

Median $/ADA	**$ 68.00**
Mean $/ADA	**$ 460.41**

* Charter schools

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Appendix B

Snapshot: Independent foundations, corporations, and other organizations making grants to school districts and related organizations in the Southwestern Region

Snapshot:
Independent Foundations, corporations and other organizations making grants to schools districts and related organizations in the Southwestern Region

State	Foundation - Corporation Or Advocacy Group	Recipient
ARKANSAS		
	Winthrop Rockefeller Foundation	Brinkley School Dist., Dardanelle School Dist., Wilburn School Dist.
	Ross Foundation	Arkadelphia School Dist., Dawson Educational Coop, Sparkman School Dist.
	Tyson, Inc.	Fayetteville School Dist.
	Walton Family Foundation	Bentonville School Dist.
		El Dorado Education Foundation
LOUISIANA		
	3Com	Advocates for Science & Math on behalf of the New Orleans Center for Science and Mathematics
	Academic Distinction Fund (LEF)	E. Baton Rouge Parish
	American Honda	Advocates for Science & Math on behalf of the New Orleans Center For Science & Mathematics
	Baptist Community Ministries	School Leadership Center - serves Jefferson, Orleans, Plaquemines, St. Bernard & St. Tammany
	BellSouth	Calcasieu Parish, Plaquemines Parish, St. Charles Parish, Sabine Parish
	Caddo Public Ed. Fdn. (LEF)	Caddo Parish - Shreveport
	Drew Estate	Calcasieu Parish
	Bill & Melinda Gates Foundation	LEADTech - State Department of Education
	Lucent Technologies	Caddo Parish
	C. S. Mott Foundation	New Orleans Interfaith Sponsoring Committee & Orleans Parish
	National Foundation for the Improvement of Education	Directly to teachers in Alexandria, St. Rose, Orleans, Jefferson, Calcasieu, E. Baton Rouge Parishes
	Rapides Foundation	Allen Parish, Avoyelles Parish, Catahoula Parish, Evangeline Parish, Grant Parish, LaSalle Parish, Natchitoches Parish, Rapides Parish, Vernon Parish, and Winn Parish
NEW MEXICO		
	Exxon Education Foundation	Albuquerque School Dist., Pojaque School Dist.
	Frost Foundation	Santa Fe School Dist.
	Honeywell, Inc.	Albuquerque School Dist., Cimarron School Dist., Des Moines School Dist. Grants School Dist., Taos School Dist., Las Vegas West School Dist., Wagon Mound School Dist.
	Intel	Albuquerque School Dist., Bernalillo School Dist., Cuba School Dist., Jemez Valley School Dist., Rio Rancho School Dist.,
	Los Alamos National Laboratory	Espanola School Dist., Mesa Vista School Dist., Moriarty School Dist., Santa Fe School Dist.,
	J. F. Maddox Foundation	Hobbs School Dist.

State	Foundation - Corporation Or Advocacy Group	Recipient
	McCune Charitable Trusts	Cimarron School Dist. Deming School Dist., Des Moines School Dist., Dixon School Dist., Elida School Dist. Farmington School Dist. Gadsden School Dist., Las Vegas West School Dist., Los Lunas School Dist., Loving School Dist., Newcomb School Dist., NorthEastern NM Education Foundation, Pojoaque School Dist. Quemado School Dist., Santa Fe School Dist., Santa Rosa School Dist. Taos School Dist., Texico School Dist., Tucumcari School Dist., Carlsbad School Dist., Wagon Mound School Dist., W. Las Vegas School Dist.
	C. S. Mott Foundation	Santa Fe Mountain Center Las Palomas de Taos (Santa Fe)
	Panasonic	NM Network for Rural Education
	Turner Foundation	Cimarron School Dist.
OKLAHOMA		
	Ardmore City Schools Enrichment Foundation (LEF)	Ardmore School Dist.
	Claremore Public Schools Foundation (LEF)	Claremore School Dist.
	Ditch Witch Corp.	Perry School Dist.
	Duncan Public Schools Foundation (LEF)	Duncan School Dist.
	Edmond Public Schools Foundation (LEF)	Edmond School Dist.
	Elk City Educational Foundation (LEF)	Elk City School Dist.
	Enid Public School Foundation (LEF)	Enid School Dist.
	Kerr Foundation	Oklahoma School of Science & Mathematics, Partners in Education Fdn. -Durant School Dist., Katheryne B. Payne Fdn., Edmond Educational Endowment
	Kirkpatrick Family Foundation	Oklahoma City School Dist., Oklahoma School of Science & Mathematics
	Lucent Technologies	Yukon School Dist.
	McMahon Foundation	Lawton School Dist.
	Mercy Memorial Foundation	Marietta School Dist.
	National Foundation for the Improvement of Education	Dustin School Dist., Oklahoma City School Dist. Stillwater School Dist. Tulsa School Dist.
	Samuel Roberts Noble Foundation	Allen School Dist, Ardmore School Dist. Dickson School Dist., Marietta School Dist., Plainview School Dist. Wilson School Dist.
	Norman Public School Foundation (LEF)	Norman School Dist.
	Oklahoma City Public Schools Foundation (LEF)	Oklahoma City School Dist.
	Phillips Petroleum	Bartlesville School Dist
	Putnam City Public Schools Foundation (LEF)	Putnam School Dist.
	Puterbaugh Foundation	McAlester School Dist.

State	Foundation - Corporation Or Advocacy Group	Recipient
	Donald W. Reynolds Foundation	Oklahoma City Public Schools Foundation, Oklahoma School of Science & Mathematics
	Charles & Lynn Schusterman Family Foundation	Oklahoma School of Science & Mathematics Tulsa School Dist.
	Sonic	Oklahoma City School Dist.
	So. Oklahoma Memorial Foundation	Madill School Dist.
	Yukon Public School Foundation for Excellence (LEF)	Yukon School Dist.
TEXAS		
	Walter Annenberg Foundation	Houston Annenberg Challenge: Alief, Aldine, Houston, Humble, North Forest, Spring Branch
	Brown Foundation	Houston ISD, Houston Annenberg Challenge, Rappoport Charter
	Effie & Wofford Cain Foundation	Athens ISD
	Gordon & Mary Cain Foundation	Houston Annenberg Challenge
	D.K. Caldwell Foundation	Tyler ISD
	Cooper Foundation	Rappoport Charter
	El Paso ISD Fund (LEF)	El Paso ISD
	Enron Corp.	Houston Annenberg Challenge
	ExxonMobil Corp.	Irving ISD
	Ford Foundation	Houston Annenberg Challenge (Project GRAD)
	Bill & Melinda Gates Foundation	Texas Association of School Administrators, Texas Tech U. & Texas Business & Education Coalition
	Hillcrest Foundation	Highland Park ISD Education Fdn.
	Houston Endowment	Beaumont ISD, Byran ISD, Channelview ISD, Edcouch-Elsa ISD, Houston Annenberg Challenge, Houston ISD, KIPP, Inc.,
	Intel	Fort Worth ISD
	Oracle - New Internet Computer Co.	Dallas ISD
	JC Penney Co.	Plano ISD
	RGK Foundation	Austin ISD, Clear Creek Ed. Fdn. Grapevine-Colleyville ISD Ed. Fdn., Hays Consolidated ISD Ed. Fdn., Houston Annenberg Challenge, KIPP, Inc., San Angelo Schools Fdn., Sherman ISD Ed. Fdn.,
	Bernard Rappoport Foundation	Rappoport Charter, Waco ISD,
	SBC	Districts throughout Arkansas, Oklahoma & Texas and the National Association of Partners in Education
	Shiloff Family Foundation	El Paso ISD
	Spencer Foundation	Rappoport Charter
	T.L.L. Temple Foundation	Lufkin ISD
	Texaco Foundation	Houston ISD
	Union Carbide	Texas City ISD
	Lamar Bruni Vergara Foundation	Laredo ISD